Animals

Vocabulary

What kind of animal is this? What do you know about this animal? Use the words below to fill in the blanks.

<table>
<thead>
<tr>
<th>Sentence 1</th>
<th>Sentence 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>- bear</td>
<td>- cute</td>
</tr>
<tr>
<td>- monkey</td>
<td>- stripes</td>
</tr>
<tr>
<td>- pandas</td>
<td>- kitten</td>
</tr>
<tr>
<td>- zebra</td>
<td>- trunk</td>
</tr>
<tr>
<td>- elephant</td>
<td>- roar</td>
</tr>
<tr>
<td>- rabbit</td>
<td>- bunny</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Picture</th>
<th>Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><img src="bear.png" alt="Bear" /></td>
<td>This is a ____________ bear. Her baby is a ____________ cub.</td>
</tr>
<tr>
<td>2</td>
<td><img src="cat.png" alt="Cat" /></td>
<td>This is a ________________ . Her baby is a ________________ .</td>
</tr>
<tr>
<td>3</td>
<td><img src="dog.png" alt="Dog" /></td>
<td>This is my ________________, Sandy. Sandy's babies are ________________ .</td>
</tr>
</tbody>
</table>
# Vocabulary cont.

<table>
<thead>
<tr>
<th>#</th>
<th>Picture</th>
<th>Sentences</th>
</tr>
</thead>
</table>
| 4  | ![Deer](image) | This is a _________________.  
A female is called a _________________. |
| 5  | ![Elephant](image) | ________________ are dangerous.  
Their babies are called _________________. |
| 6  | ![Kangaroo](image) | ________________ live in Australia.  
A baby is a _________________. |
| 7  | ![Lion](image) | This is a _________________.  
These animals _________________. |
| 8  | ![Monkey](image) | This is a _________________.  
He says “___________________.” |
| 9  | ![Rabbit](image) | I have a pet _________________.  
I love my _________________. |
| 10 | ![Zebra](image) | This is a _________________.  
It has black and white _________________. |
| 11 | ![Panda](image) | I love _________________.  
They are _________________. |
| 12 | ![Elephant](image) | This is an _________________.  
It has a long _________________. |
Expressions

A. Defining Animals

Here are some ways to define animals.

animal + be + animal class + with + feature

• A moose is a mammal with antlers.
• A crow is a bird with black feathers.
• A mouse is a rodent with a long tail and sharp teeth.
• A frog is an amphibian with strong legs.

B. Describing Animals

Here are some ways to describe animals. Practice describing animals with a partner.

animal + be + adjective

• The dog is furry. • Lions and tigers are ferocious.
• Kittens are cute. • My hamster is quick.

Animal Features

• furry • large • clever
• scaly • domestic • quick
• ferocious • colorful • nocturnal
• slimy • lazy • cute
• small • timid • dangerous

Animal Classes

• mammals
• rodents
• birds
• reptiles
• amphibians
• fish
• insects
Expressions cont.

C. Talking about Animal Behavior

Here are some ways to describe animal behavior. Practice making your own sentences about animal sounds and movements with a partner.

animal + verb (or animal sound)

• Dogs bark.  • A cat says “meow.” / A cat meows.
• Birds sing.  • A kangaroo hops.

D. Questions about Animals

Read some common questions about animals. Then write your own questions to ask your partner.

• What is your dog’s name?
• Where’s your cat?
• How old is the gorilla?
• What are the monkeys doing?
• Where do penguins live?
• What do cows eat?
• Do owls sleep at night?
• Are mice playful?
• When do butterflies migrate?
• Why do horses neigh?

1. What ________________________________
2. Why ________________________________
3. Do ________________________________
4. How ________________________________

Animal Sounds
• roar  • oink
• peep  • cluck
• squeak  • neigh
• woof  • growl
• meow

Animal Movements
• hop  • dive
• run  • scurry
• graze  • slither
• gallop  • hunt
• swim
Questions & Answers

Read the questions and answers about Ella’s hamster. On the next page, practice asking and answering questions using complete sentences. Use the words in parentheses to help you.

<table>
<thead>
<tr>
<th>#</th>
<th>Picture</th>
<th>Questions &amp; Answers</th>
</tr>
</thead>
</table>
| 1  | ![Ella's Hamster](image) | What kind of pet does Ella have? (*hamster*)
|    |         | *She has a hamster.* |
|    |         | Where does Ella keep her hamster? (*cage*)
|    |         | *She keeps her hamster in a cage.* |
|    |         | Is Ella’s hamster a reptile? (*no, rodent*)
|    |         | *No, it’s not. It’s a rodent.* |
|    |         | What is Ella’s hamster’s name? (*Squiggles*)
|    |         | *Its name is Squiggles.* |
## Questions & Answers cont.

<table>
<thead>
<tr>
<th>#</th>
<th>Picture</th>
<th>Questions &amp; Answers</th>
</tr>
</thead>
</table>
| 2  | George the Gorilla | Which animal is this? *(George the gorilla)*  
|    |         | Was George born in the Toronto Zoo? *(no, Africa)*  
|    |         | Is George male or female? *(male)*  
|    |         | What do gorillas eat? *(leaves and fruit)*  
| 3  | Neighborhood Pests | What is that awful smell? *(skunk)*  
|    |         | What color are skunks? *(black with white stripe)*  
|    |         | Do skunks sleep in the day? *(yes, nocturnal)*  
|    |         | Where do skunks sleep? *(underground den)*  

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### Questions & Answers cont.

<table>
<thead>
<tr>
<th>#</th>
<th>Picture</th>
<th>Questions &amp; Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Busy Bee</td>
<td>What class do bees belong to? <em>(insect)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Where do bees live? <em>(hive)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>What do bees collect from flowers? <em>(pollen)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>What food do bees make? <em>(honey)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>A Canadian Symbol</td>
<td>Yes, moose live in Canada.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The plural form is “moose.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Those are called antlers.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A baby moose is called a calf.</td>
</tr>
</tbody>
</table>
# Pair Work (Student A)

## A. Complete the Chart

Find out the missing information by asking your partner.

<table>
<thead>
<tr>
<th>#</th>
<th>Animal</th>
<th>Habitat</th>
<th>Feature</th>
<th>Sound</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><img src="image" alt="Chicken" /></td>
<td></td>
<td>beak</td>
<td></td>
<td>bird</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>house</td>
<td></td>
<td>woof-woof</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td><img src="image" alt="Pig" /></td>
<td></td>
<td>snout</td>
<td></td>
<td>mammal</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>farm</td>
<td></td>
<td>neigh</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td><img src="image" alt="Cat" /></td>
<td></td>
<td>furry, whiskers</td>
<td></td>
<td>mammal</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Africa</td>
<td></td>
<td>roar</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td><img src="image" alt="Elephant" /></td>
<td></td>
<td>trunk</td>
<td></td>
<td>mammal</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>pond, swamp</td>
<td></td>
<td>ribbit</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td><img src="image" alt="Monkey" /></td>
<td></td>
<td>long tail</td>
<td></td>
<td>mammal</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>desert, farm</td>
<td></td>
<td>hee-haw</td>
<td></td>
</tr>
</tbody>
</table>
### Pair Work (Student B)

#### A. Complete the Chart

Find out the missing information by asking your partner.

<table>
<thead>
<tr>
<th>#</th>
<th>Animal</th>
<th>Habitat</th>
<th>Feature</th>
<th>Sound</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>farm</td>
<td></td>
<td>cluck</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td>furry</td>
<td></td>
<td>mammal</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>farm</td>
<td></td>
<td>oink-oink</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td>hooves, mane</td>
<td></td>
<td>mammal</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>house, farm</td>
<td></td>
<td>meow</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td>mane, ferocious</td>
<td></td>
<td>mammal</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Africa</td>
<td></td>
<td>it trumpets</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td>long tongue</td>
<td></td>
<td>amphibian</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>jungle</td>
<td></td>
<td>ooh-ooh ah-ah</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td>hooves, mane, big teeth</td>
<td></td>
<td>mammal</td>
</tr>
</tbody>
</table>
Pair Work cont.

B. Writing

Work together to make sentences about all of the animals in Part A.
Animal Cards

A. Identify the Animal

What are these animals? Which class are they from?

1. Animal:  
   Class:  

2. Animal:  
   Class:  

3. Animal:  
   Class:  

4. Animal:  
   Class:  

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Animal Cards cont.

A. Identify the Animal cont.

5. Animal: ________________________  
   Class: ________________________

6. Animal: ________________________  
   Class: ________________________

7. Animal: ________________________  
   Class: ________________________

8. Animal: ________________________  
   Class: ________________________
Animal Cards cont.

A. Identify the Animal cont.

9. Animal: __________________________
   Class: __________________________

10. Animal: _________________________
    Class: __________________________

11. Animal: _________________________
    Class: __________________________

12. Animal: _________________________
    Class: __________________________
Animal Cards cont.

B. Writing

Work with a partner to make sentences about all of the animals in Part A.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
# Class Survey

Fill in your own information. Then walk around the class and find out about your classmates.

<table>
<thead>
<tr>
<th>Classmate</th>
<th>Favorite Animal</th>
<th>Pet? (Yes/No, if yes, what?)</th>
<th>Least Favorite Animal</th>
<th>Animal I Am Similar To</th>
</tr>
</thead>
<tbody>
<tr>
<td>Me</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Picture Dictionary

Name the animals under each picture. Add some more pictures of your own.

1. [Picture of an alligator]
2. [Picture of a bear]
3. [Picture of a bee]
4. [Picture of a butterfly]
5. [Picture of a cat]
6. [Picture of a chicken]
7. [Picture of a cow]
8. [Picture of a crow]
9. [Picture of a deer]
Picture Dictionary cont.

19. Koala
20. Lion
21. Lobster
22. Monkey
23. Moose
24. Mouse
25. Octopus
26. Owl
27. Panda
Picture Dictionary cont.

28. 

29. 

30. 

31. 

32. 

33. 

34. 

35. 

36.
Picture Dictionary cont.

37. Swan

38. Tiger

39. Whale

40. Zebra
# Assessment

**Student / Group:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Level</th>
<th>Theme</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Animals</td>
<td>⮞ Speaking ⮞ Listening ⮞ Reading ⮞ Writing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Achieved</th>
<th>Achieved with Help</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>identifies many types of animals and animal classes</td>
<td>😊</td>
<td>😕</td>
<td>😕</td>
</tr>
<tr>
<td>identifies animal features and habitats</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>describes animals using many adjectives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>describes animal behavior and movements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>asks and answers questions about animals</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes**
# Self-Assessment

**ANIMALS**

Add check marks (✔) to show what you've learned in this lesson.

<table>
<thead>
<tr>
<th>Name: ___________________________</th>
<th>Date: ___________________________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Can I...</th>
<th>Yes (very well)</th>
<th>Yes (with help)</th>
<th>Not yet</th>
</tr>
</thead>
<tbody>
<tr>
<td>say and spell animal names and animal classes?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>describe animals using adjectives?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>describe animal sounds and movements?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ask questions about animals?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>answer questions about animals?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**My Notes**

---

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Lesson Description:

Students learn animal vocabulary through various writing and speaking activities. They also practice question formation and learn common expressions used to talk about animals.

Level: Beg – Low Int

Time: 2–3 hours

Tags: animals, grammar, nouns, descriptions, vocabulary, writing, speaking, sentences, questions

**Vocabulary**

1. bear, cub
2. cat, kitten
3. dog, puppies
4. deer, doe
5. Hippos, calves
6. Kangaroos, joey
7. lion, roar
8. monkey, ooh-ooh ah-ah
9. rabbit, bunny
10. zebra, stripes
11. pandas, cute
12. elephant, trunk

**Expressions**

Go over the example sentences and questions. Play the recordings and have students listen and repeat the vocabulary. Then have your students practice making sentences and writing questions using the vocabulary provided.

**Questions & Answers**

2. This is George the gorilla.
   No, he/it wasn’t. He/It was born in Africa.
   George is male.
   Gorillas eat leaves and fruit.
3. It’s a skunk.
   Skunks are black with a white stripe.
   Yes, they do. They are nocturnal.
   Skunks sleep in an underground den.
4. Bees are insects.
   Bees live in a hive.
   Bees collect pollen from flowers.
   Bees make honey.
5. Do moose live in Canada?
   What is the plural form of “moose”?
   What are those things on a moose’s head?
   What is a baby moose called?

(continued on the next page...)

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Answer Key cont.

Pair Work

A. COMPLETE THE CHART

Model possible spoken/written questions and answers.
For example:

- Where do chickens live? They live on farms.
- What features do chickens have? They have beaks.
- What sound do chickens make? They cluck.
- What class of animals do chickens belong to? They are birds.

<table>
<thead>
<tr>
<th>#</th>
<th>Animal</th>
<th>Habitat</th>
<th>Feature</th>
<th>Sound</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>chicken</td>
<td>farm</td>
<td>beak</td>
<td>cluck</td>
<td>bird</td>
</tr>
<tr>
<td>2</td>
<td>dog</td>
<td>house, farm</td>
<td>furry</td>
<td>woof-woof</td>
<td>mammal</td>
</tr>
<tr>
<td>3</td>
<td>pig</td>
<td>farm</td>
<td>snout</td>
<td>oink-oink</td>
<td>mammal</td>
</tr>
<tr>
<td>4</td>
<td>horse</td>
<td>farm</td>
<td>hooves, mane</td>
<td>neigh</td>
<td>mammal</td>
</tr>
<tr>
<td>5</td>
<td>cat</td>
<td>house, farm</td>
<td>furry, whiskers</td>
<td>meow</td>
<td>mammal</td>
</tr>
<tr>
<td>6</td>
<td>lion</td>
<td>Africa</td>
<td>mane, ferocious</td>
<td>roar</td>
<td>mammal</td>
</tr>
<tr>
<td>7</td>
<td>elephant</td>
<td>Africa</td>
<td>trunk</td>
<td>it trumpets</td>
<td>mammal</td>
</tr>
<tr>
<td>8</td>
<td>frog</td>
<td>pond, swamp</td>
<td>long tongue</td>
<td>ribbit</td>
<td>amphibian</td>
</tr>
<tr>
<td>9</td>
<td>monkey</td>
<td>jungle</td>
<td>long tail</td>
<td>ooh-ooh ah-ah</td>
<td>mammal</td>
</tr>
<tr>
<td>10</td>
<td>donkey</td>
<td>desert, farm</td>
<td>hooves, mane, big teeth</td>
<td>hee-haw</td>
<td>mammal</td>
</tr>
</tbody>
</table>

B. WRITING

Answers will vary.

Animal Cards

A. IDENTIFY THE ANIMALS

1. elephant / mammal
2. horse / mammal
3. koala / mammal (marsupial)
4. peacock / bird
5. bee / insect
6. cow / mammal
7. sheep / mammal
8. alligator / reptile
9. swan / bird
10. owl / bird
11. pig / mammal
12. whale / mammal

After filling out the cards, you could cut these out for a game of “Who Am I?” Place one card on the back of each student. They have to guess which animal they are by asking Yes/No questions. (e.g., Am I big? Do I have feathers? Am I a mammal? Do I live in the ocean?)

B. WRITING

Have students work in pairs to write sentences about the animals in Part A. Answers will vary.

(continued on the next page...)
Answer Key cont.

Class Survey

Have students fill in the information about themselves. Then have them complete the survey by talking to their classmates. You may want to follow up with a class discussion.

Picture Dictionary

This vocabulary review and expansion task can be used in multiple ways: to elicit vocabulary before starting the lesson, to give faster students something to work on, for homework after the lesson, for review the next day, etc.

1. alligator 21. lobster
2. bear 22. monkey
3. bee 23. moose
4. butterfly 24. mouse
5. cat 25. octopus
6. chicken 26. owl
7. cow 27. panda
8. crow 28. peacock
9. deer 29. penguin
10. dog 30. pig
11. donkey 31. rabbit
12. elephant 32. robin
13. frog 33. salmon
14. gorilla 34. sheep
15. hamster 35. skunk
16. hippopotamus 36. snake
17. horse 37. swan
18. kangaroo 38. tiger
19. koala 39. whale
20. lion 40. zebra

Assessment Tools

You will find an assessment and self-assessment tool at the end of the lesson. You can assess your students as they work through the skill-using activities, or you can use the flashcards or one of the tasks to create your own summative assessment for this theme based on the criteria provided. Hand out the self-assessment tool at the end of the unit and have your students reflect on their own learning.

SPELLING NOTE:

This lesson shows the American spelling of the words Color, Colorful, Behavior, Favorite, Neighborhood, and Practice. Most other English-speaking countries spell these words this way: Colour, Colourful, Behaviour, Favourite, Neighbourhood, and Practise (when used as a verb; Practice when used as a noun). Make it a challenge for your students to find these words in the lesson and see if they know the alternate spellings.

EDITOR’S NOTES:

1. If you have a multicultural class, start or end this lesson by asking students how to say animal sounds in their native languages. Students usually enjoy learning how similar and different some of the animal sounds are.
2. You may also want to use this related activity as a warm-up or filler: http://blog.esllibrary.com/2013/01/31/my-favourite-warm-up-activity/